

# Childminder report

<b>Inspection date</b>	13 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder completes regular, comprehensive and accurate observations and assessments of children's learning. She uses these to plan for children's next steps in learning effectively. The childminder monitors children's progress well to identify and address any gaps in their learning and development.
- The childminder supports children effectively as they move from home to her provision. Settling-in procedures are tailored to the individual needs of each child and their family and help children to develop secure emotional attachments to the childminder.
- The childminder takes children on a wide range of outings in the community. They go to local parks, playgroups, music and rhyme sessions and the local library. These experiences help children to understand their local community, develop good social skills and understand the world around them.
- Children are happy and confident in the welcoming and homely environment. They show great affection towards the childminder, and clearly show they feel safe and secure.
- The childminder is very committed and passionate about what she does. She reflects on her practice by talking with other childminders, accessing training and reading current childcare articles.
- The childminder occasionally concentrates too heavily on telling children what to do when she guides their learning. This means that children do not always have the opportunity to think for themselves and fully develop their own ideas.
- The childminder's self-evaluation is not sharply focused and does not consistently support her to identify precise areas for future developments.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- give children more control over their learning during focused activities, to help develop their thinking skills to the highest level
- focus evaluations to consistently identify precise areas for development and ensure that good practice improves even further.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder. The inspector held a number of discussions with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector had a tour of the areas of the childminder's home used for childminding activities.

### Inspector

Kelly Lane

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a detailed written safeguarding policy, informed by advice from the Local Safeguarding Children Board. The childminder is very clear about her role in ensuring children's safety and welfare. She updates her child protection knowledge by completing training and knows what to do if she is concerned about a child. The childminder creates a safe space for children. She carries out daily risk assessments to ensure that her home and any venues are safe and secure to minimise any risks. The childminder monitors children's learning effectively. For example, she implements effective monitoring procedures to help her recognise and address any gaps in children's learning. Partnerships with parents are strong. The childminder ensures they are kept very well informed about every aspect of their child's day. For example, she shares children's online learning records on a regular basis to support and extend their learning at home.

### Quality of teaching, learning and assessment is good

The childminder plans for the children's future learning based on her good knowledge of what they already know and can do. The childminder supports children well with their early communication and language skills. She talks to them and encourages them to sing familiar songs and rhymes. They explore simple forms of technology and find out how things work, such as resources with buttons. For instance, children confidently work an electronic keyboard, dancing to the music. The childminder uses opportunities during the children's play to introduce mathematical language. For example, as children put a train track together they count 'one, two, three'.

### Personal development, behaviour and welfare are good

Children explore the well-organised and homely environment with confidence. They make independent choices in their play and show good levels of emotional well-being. Children have regular opportunities to visit local amenities and learn about the community they live in. They have plenty of opportunities to participate in physical activities. For example, they walk to local parks and toddler groups regularly. The childminder successfully teaches children about good hygiene. For example, children learn the importance of washing their hands to avoid cross-contamination before snack and lunch. Children are well behaved. For example, they begin to learn the house rules to keep themselves safe.

### Outcomes for children are good

Children are confident and self-assured. They are eager to participate and this positive attitude creates a secure foundation for future learning. All children are making good progress from their starting points. They explore their senses through the well-planned activities that the childminder offers. For example, children are curious learners as they play with various sponges and materials. They are emotionally well prepared for the next stage in their learning, including the move on to pre-school or school.

## Setting details

<b>Unique reference number</b>	EY538722
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10080045
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016. She lives with her husband and young child in Thames Ditton in Surrey. The childminder works three days a week from 8am to 6pm.

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